BEA

BROADCAST EDUCATION ASSOCIATION

Educating for Tomorrow's Media

FEEDBACK

VOLUME 49 • NUMBER 3 • MAY 2008

May 2008 (Vol. 49, No. 3)

Feedback is an electronic journal scheduled for posting six times a year at www.beaweb.org by the Broadcast Education Association. As an electronic journal, Feedback publishes (1) articles or essays— especially those of pedagogical value—on any aspect of electronic media: (2) responsive essays—especially industry analysis and those reacting to issues and concerns raised by previous Feedback articles and essays; (3) scholarly papers: (4) reviews of books, video, audio, film and web resources and other instructional materials; and (5) official announcements of the BEA and news from BEA Districts and Interest Divisions. Feedback is editor-reviewed journal.

All communication regarding business, membership questions, information about past issues of Feedback and changes of address should be sent to the Executive Director, 1771 N. Street NW, Washington D.C. 20036.

SUBMISSION GUIDELINES

1. Submit an electronic version of the complete manuscript with references and charts in Microsoft Word along with graphs, audio/video and other graphic attachments to the editor. Retain a hard copy for reference.
2. Please double-space the manuscript. Use the 5th edition of the American Psychological Association (APA) style manual.
3. Articles are limited to 3,000 words or less, and essays to 1,500 words or less.
4. All authors must provide the following information: name, employer, professional rank and/or title, complete mailing address, telephone and fax numbers, email address, and whether the writing has been presented at a prior venue.
5. If editorial suggestions are made and the author(s) agree to the changes, such changes should be submitted by email as a Microsoft Word document to the editor.
6. The editor will acknowledge receipt of documents within 48 hours and provide a response within four weeks.

REVIEW GUIDELINES

1. Potential instructional materials that can be reviewed include books, computer software, CD-ROMs, guides, manuals, video program, audio programs and Web sites.
2. Reviews may be submitted by email as a Microsoft Word document to the editor.
3. Reviews must be 350-500 words in length.
4. The review must provide a full APA citation of the reviewed work.
5. The review must provide the reviewer's name, employer, professional rank and/or title, email address and complete mailing address.

SUBMISSION DEADLINES

Feedback is scheduled, depending on submissions and additional material, to be posted on the BEA Web site the first day of January, March, May, July, September and November. To be considered, submissions should be submitted 60 days prior to posting date for that issue.

Please email submissions to Joe Misiewicz at jmisiewicz@bsu.edu. If needed: Joe Misiewicz, *Feedback* Editor, Department of Telecommunications, Ball State University, Muncie, IN 47306, USA.

Feedback receives support from Ball State University's College of Communication, Information and Media.

[CONTENTS]

Click on title to view page.

[ARTICLE]

AN IMPOVERISHED PROFESSORIATE AND THE FUTURE OF TENURE

By Art Bochner

Yesterday, I received a grim message from the President of our local chapter of the United Faculty of Florida. "Our university is under greater threat now than at any time in the last quarter century," he wrote. "Important functions of the university are in jeopardy from budget cuts," he continued, reminding me that there is talk of faculty layoffs, hiring freezes, elimination of programs, and suspension of summer school.

Later on in the day, I had a conference with a third-year Ph.D. student, a teaching assistant in a humanities program. He told me he was thinking of taking a leave from his program. "I'm up to my ears in debt," he complained. "I owe more than $50,000 in student loans. I expect I'll be paying off student loans the rest of my life."

Melanie Hubbard, an unemployed Ph.D. in English from Columbia who won national fellowship awards from Whiting and the National Endowment from the Humanities refers to the last decade of her life as a professor as "a long course in poverty." In a biting editorial published in The St. Petersburg Times (January 6, 2008), Hubbard cuts to the chase: "The hard truth is that colleges and universities have figured out that it pays to exploit the workers. Financial setbacks and pressure from states unwilling to fund higher education have led to a corporate profit-seeking model which bears little relation to the educational mission."

Many of us act as if we are frozen in place while the ground of higher education is shifting under our feet. The shift to a corporate paradigm for higher education couldn't be clearer.

In published legislative reports on our campus (and I assume many others), students are referred to as "consumers" and courses as "products."

In a workshop on academic leadership I attended in September 2007 at the American Council for Learned Societies (of all places), the consultant conducting the workshop divided the populations of academic professional organizations (such as NCA) into owners, customers, and workforce. He portrayed academic leadership as the ability to "leverage capabilities."

Faculty are routinely and increasingly subjected to exercises (busywork) imposed by administrative demands for accountability, financial scrutiny, and detailed bureaucratic documentation. A department has become akin to a small business ever mindful of "the bottom line." In the public sector, many departments are privatizing, needing to show a profit from student credit hours per faculty member (salary). Obviously, this encourages the use of lower paid faculty assigned to teach crowded classes. During the current budget crisis at my home university, the Provost argued that all courses should be capped at the number of seats available in the classroom.

At many Research I and Comprehensive universities, faculty hired into entry-level positions in the sciences now are expected to earn their salary in grant-support within three years or be terminated.

The cleavage between the salaries of faculty and administrators continues to widen. On many campuses Associate Professors holding administrative positions as Associate Deans receive pay hikes that push their salaries significantly higher than Full Professors in their home departments. Economic incentives inspire ambitious and talented faculty in need of higher income to support their families to withdraw from a life of scholarship and teaching in favor of careers as administrators. The growth of administrative positions and corresponding salary compensation has far outpaced increases in faculty lines and faculty salaries, which contributes not only to the rampant distrust and separation between "the administration" and "the faculty" but also to the phenomenon I referred to in a published essay as "institutional depression." (Note: I have said nothing here about the obscene salaries of our CEOs--university presidents. They have no shame.)

Institutional investments in faculty have not kept pace with investments in university infrastructure: physical plant, recreational facilities, technology, and campus housing. Higher administrations routinely propose and authorize the construction of more beautiful buildings and landscapes at the same time they oversee declining instructional budgets and a restructuring of the labor force into a fragmented faculty competing for limited resources. Despite the rapid rise in tuition increases, instructional and personnel budgets have taken a back seat to campus ecology. On many campuses the highest priority is given to performing cosmetic surgery on the appearance of the campus. Finer facilities makes it easier to recruit better students who in turn are crammed into fuller classrooms taught by fewer full-time faculty who have less time than ever to grade papers, prepare classes, and interact meaningfully with students.

The evolution of a business model paradigm for American Public Higher Education, where 80 per cent of university students are educated, has been accompanied by a corresponding shift in student/faculty ratios and in the composition of the faculty.

A new category of instructors, referred to as "contingent faculty," has emerged and grown rapidly over the past two decades. This category encompasses all part-time, temporary instructors appointed off the tenure-track. The AAUP estimates that contingent faculty now hold 68% of all "jobs" in higher education. Increasingly, departments are hiring "contingent faculty" in full-time, though temporary positions, thus creating a two-tiered—some would say multi-tiered--hierarchy in which contingent faculty become second-class citizens with little influence and considerable demoralization.

In the place of tenure-track positions, a new working class of faculty, "the tenuous track" has materialized. These professors have no workplace to call home; they must piece together enough teaching slots to support themselves (and their families), which turns them into "free-way fliers," a term Hubbard uses to express how contingent faculty spend their office hours.

The vast majority of non-tenure track, contingent faculty do not have professional careers outside of academe. Most teach core or basic courses. Many earn under $2500 a course and rarely exceed an annual income above the poverty line—you do the math! Most of the time, they receive no benefits--no contributions to retirement plans, no sick leave, no health or life insurance. Often they lack office space, technological support, and opportunities for mentoring or professional development and advancement. The vast majority of contingent faculty cannot afford to belong to professional associations, such as NCA, or attend scholarly conferences.

Often contingent faculty are appointed without thorough peer review of credentials, do not participate fully in faculty governance, fail to receive reviews and evaluations of their work, and hold little hope of moving into tenured or tenure-line positions.

The AAUP report on "Contingent Appointments and the Academic Profession" notes with dismay that during the recent period of rapid enrollment growth and expansion of higher education, the percentage of tenure-line appointments decreased by more than 10%. They warn that "the number of faculty who are appointed each year to tenure-track positions is declining at an alarming rate." Fewer than 33% of U.S. professors are tenured or hold tenure track positions and more than 20% hold full-time, non-tenure track positions.

Students suffer the greatest losses in this new, sad era of higher education. They sit in more crowded classrooms, have less access to tenured or tenure-line faculty, are given fewer opportunities for mentoring, and get less critical and detailed feedback of their written work.

But students are not the only losers in this equation. Everybody loses. Contingent faculty members suffer a loss of opportunity for professional advancement and employment stability. At the mercy of conditions completely outside their control, most contingent faculty live a tenuous and fringe existence subject to the capricious and erratic fluctuations of budget cuts, changing sentiments of supervisors and colleagues, and alterations in curricular and institutional priorities. Meanwhile, tenured and tenure-line faculty experience an increasingly fragmented existence that threatens collegiality, weakens the power of the faculty to speak in a single voice, transforms tenure from a right to a privilege, introduces increasing competition for limited resources into the system, deflates or stagnates salaries, and calls into question the values of scholarship and service, which have stood for a very long time as the watchwords and hallmarks of faculty duties. Moreover, there is only so much salary and so many benefits to go around. As contingent faculty begin to organize into unions to strengthen their bond and their voice, tenure-line faculty may increasingly see whatever privilege they thought they had earned contested and diminished. Graduate students watch quietly as their dreams of a stimulating and productive career and stable employment vanish before they can even celebrate a successful defense of their dissertations.

We're not stupid. If we're even half awake, we can see that tenure and academic freedom are undermined by this systematic restructuring of the academy. We (the tenured faculty) have been largely ignored in the restructuring process. We have not been invited to speak and we have not demanded to speak. A few films have been produced such as “Degrees of Shame,” and some campuses have participated in “Campus Equity Week” to underscore exploitative employment practices. But the momentum of the restructuring to a divided labor force has not been slowed down. The number of administrators continues to grow, while the number of full-time, tenured faculty keeps declining. It was a clever strategy and it worked. The balance of power has shifted in favor of administrators.

When I was a candidate for 2nd Vice President of NCA, several members of NCA working in contingent positions impressed upon me the importance of addressing this issue. They pleaded with me to “do something for contingent faculty members who want to participate in NCA.” We have few contingent faculty members who hold memberships in NCA for many of the reasons stated above. I have every reason to believe, however, that a large, perhaps shockingly large, percentage of basic and core communication courses are being taught by adjuncts, part-time and full-time non-tenure-track faculty. While I personally want to do everything I can to mute the threat to academic freedom created by the restructuring of the academic labor market, I also want to give voice to the many contingent faculty who contribute significant instruction in communication classrooms around our country.

These issues need to be discussed on a national, professional level, in our journals, newsletters and conventions, and in faculty town hall meetings on our campuses. NCA should lead the effort to collect data on the growth of contingent faculty in our discipline and its impact on our labor market, the stability of our graduate programs, and on faculty rights and freedom. We cannot afford to stand silently by as the rug is cut from under us. It is imperative that we exercise our rights as academic citizens and confront the excessive use and abuse of contingent faculty and the corporatization of the university that increasingly threatens our freedom of expression and action.

I am reminded of Howard Beale’s passionate call to action in Paddy Chayefsky’s searing and prophetic play, Network. “I don’t have to tell you things are bad,” railed Beale. “Everybody knows things are bad…Worse than bad, they’re crazy…so all we ask is please leave us alone…Well, I’m not going to leave you alone…I want you to get mad…I want you to go to your (office) window, open it, and stick your head out. I want you to yell: ‘I’m mad as hell and I’m not going to take it anymore.’”

[<< RETURN TO TABLE OF CONTENTS]

[ARTICLE]

By Erik Kirschbam
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"THE LIFE OF A REUTERS" CORRESPONDENT

Working for a news agency that focuses on delivering real-time news to financial markets and media around the world has its own particular challenges. Sometimes fractions of a second mean the difference between victory and defeat against other news agencies, like when the European Central Bank changes its interest rates, or German unemployment data are published, or the German government changes its growth forecast. You can be standing for hours in the freezing cold outside a building on a doorstep waiting for a comment from a central banker or minister and then, as he or she mumbles something in broken German on his way out, you have to write down what he or she said while phoning in your headlines to the office; 80 character sentences like "German Finance Minister sees no impact yet on German economy from U.S. subprime crisis".

That is one small, but important, part of the work at an international news agency – being at the locations where newsmakers might turn up and might make comments on the issues of the day that are moving the markets. Another important part of the work is to keep a close eye on German politics, especially for signals of shifts in sentiment, changes in political direction, and especially the government's current level of interest in pushing forward on economic reforms. Reading the leading newspapers and weekly news magazines is an important starting point. Closely watching the news broadcasts, especially the very well tuned in public broadcast networks ARD and ZDF, for hints of what is happening behind the scenes is also useful. Covering press conferences and getting interviews with the newsmakers or background players is also important.

While there is a great appetite for financial news from Germany, not all the general and political news that happens in Germany is news that subscribers outside of Germany care about. So on top of all the monitoring, one of the crucial parts of the job is developing or having a good sense of what's important enough to write about and what's not. Education is one issue that comes to mind that, while perhaps interesting in each country, does not travel well. So while even the biggest stories about education or changes in education in Germany are ignored by foreign correspondents, surely there are occasional exceptions and sometimes a stand-back look at some of the major shifts taking place turn out to be very good reads. I ask myself: Would

I care about a story written about education in Japan? Probably not. One of the rules of thumb sometimes used is, would the (proverbial) Kansas City milkman care about or understand this story? If not, it's at least worth giving a second thought as to whether it's worth writing this story.

There are a few things that set Germany apart from the rest of the world and they offer broad pegs with which to build a story. The most obvious is the country's Nazi past, but there is also the high-speed Autobahns and its high-speed cars, the Oktoberfest, the beer industry, the national soccer team, internationally known sports heroes from Boris Becker and Steffi Graf to Michael Schumacher and Franz Beckenbauer, and a few super models such as Claudia Schiffer and Heidi Klum. These subjects do not automatically generate a story but when they are involved it makes the story a little easier to sell to the rest of the world. Another interesting area is the environment. Even though Germany may be one of the world's largest polluters and is the sixth largest emitter of greenhouse gases, it has also become a hotbed for renewable energy. More than half the world's solar power is produced in Germany despite the fact clouds and rain cover the country most of the year. So there are many interesting stories to be found even in a country with a reputation for being dull.

<< RETURN TO TABLE OF CONTENTS

[ARTICLE]

BUYING TIME: HOW TO PUT MORE HOURS IN EVERY DAY

By Michelle LaBrosse, PMP®, Chief Cheetah and Founder, Cheetah Learning

Michelle LaBrosse is the founder and Chief Cheetah of Cheetah Learning. An international expert on accelerated learning and Project Management, she has grown Cheetah Learning into the market leader for Project Management training and professional development. In 2006, The Project Management Institute, www.pmi.org, selected Michelle as one of the 25 Most Influential Women in Project Management in the World, and only one of two women selected from the training and education industry.

How often do we say to one another: I just wish there were more hours in the day? Well, there can be. When you use Project Management techniques to your advantage you can be singing the Rolling Stones classic, *Time Is on My Side*.

Here are some of my favorite timesaving tips you can apply to both your business and home life.

Avoid the Long, Rambling To-Do List. One thing that gets many of us into trouble is the enormous To-Do lists that is not prioritized. The list just continues to grow like a pile of laundry. What is dangerous about this, is we get overwhelmed and the To-Do list starts to become the enemy instead of our ally.

Prioritize. At the beginning of every day, look at what you have to do and prioritize it. What is red hot and time specific? Do that first. What do you need to do today to move forward on some of your Big Hairy Audacious Goals? What is at your Bus Stop? These are things you are waiting for from others. What is on your passion list? This is what you will you do to recharge your batteries and give you energy.

Eating your Spinach. It is human to dive into what is fun, but think of all the procrastination time you save when you tackle the tough stuff first. It is like eating your spinach before you can have the hot fudge sundae for dessert. It is also important to tune in to the time of day when you have the most energy. That is the best time to do your most difficult tasks.

Save Time for Murphy. When you over-schedule your day, you create stress for yourself because there is no time for Murphy's Law – the inevitable things that go wrong that we might not foresee. Try to leave at least two hours of your workday unscheduled.

Rebooting your Brain. Sleep deprivation might have been a sport in college, but when you are working and trying to be effective in all aspects of your life you need to get enough sleep. If you think of your brain as your own personal hard drive it needs time to sleep in order to function at its best and keep all the data in the right places. When you're rested, you give your brain the white space it needs to do its best work. Nothing is a bigger time waster than when you are not in top form and you have to keep doing the same things over and over again.

Know where your time is going. If you do not know where your time is going spend a week logging it and then evaluate the results. This simple exercise will often give you insight into what you should NOT be doing.

One of these things is not like the other. When you group like tasks together you save an enormous amount of time and really get momentum going. Look at what you have to accomplish and set up the flow so it builds logically and saves you having to back track.

Make technology work for you. If you feel like you are doing the same things over and over again automate or standardize those tasks. Learn how to manage your e-mail so it is a productivity tool not a time waster. If you find you spend all day responding to e-mail but not enough time completing tasks you need to evaluate how you are spending your time, and build an e-mail culture that works for your team and organization.

Make meetings matter. Someone once told me about a CEO of a company in New Hampshire who had conference room tables with no chairs. The message was clear. Get to the point and make the meeting matter. Do not have a meeting if it can be easily handled in by e-mail or a conference call. Have a meeting when being face-to-face has an important impact on the outcome and set the expectation that everyone's time is important so no meeting can be called unless there is an agenda and a clear objective.

Stretch. Building in breaks for exercise and stretching is critical to maximizing your time and making sure your brain is working at its peak performance. We see this time and time again in our training, and that is why we believe strongly in integrating stretching and breathing into our classes.

Know your shine time. If you're a morning person and that is your prime time. Make the most of that time and get up a little earlier to maximize your shine time. Likewise, if you're a night owl or get a burst of energy in the late afternoon, recognize your energy surges and take advantage of them.

Recharge your batteries with passion. Passion creates energy. When you are passionate about something, whether it is fly-fishing or doing the tango it helps you recharge your batteries. Make sure to leave space on your calendar for something you love.

Don't put off professional development. When you invest time in your professional development, you save time because you often accelerate your career. Take the time you have to invest in yourself, and get your PMP® certification or take a Project Management course to beef up a skill set that will help propel you forward. Look at the options available to you – online and offsite – and commit to making every minute matter more.

<< RETURN TO TABLE OF CONTENTS

[ARTICLE]

IPODS WORKING IN THE CLASSROOM

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ABSTRACT

This experimental pilot study addresses the effect of audio and video podcasts on student learning in two communication research classes at a mid south university, Students perceived the iPods and podcasts would help them learn and the data showed that the iPod did improve assessment scores. The experimental group who had access to audio and video podcasts scored significantly higher on assessments than did the members of the class that did not have access to podcasts.

Introduction

Universities began to explore the possibility of the iPod as a teaching tool in 2004 (Rainie, & Madden, 2005). Duke, Stanford, and Drexel were among the first to begin using iPods. The universities began with initiatives to provide iPods to incoming students and iPod content through the recording of classroom lectures. Survey data was collected with these initiatives. With data showing the quick adoption of the iPod by college students, the current research used an experimental design to determine if iPod technology enhances the learning environment and improves student understanding of the course material in a communications research class. A survey was also used to measure students' perceptions and attitudes toward the iPod and the podcasts.

Three research questions were posed for study.

RQ 1: Did students learn from the course?

RQ 2: Did iPod technology improve student learning?

RQ 3: What are students' perceptions and attitudes toward the iPod and podcasts?

JUSTIFICATION

College students report the iPod has surpassed beer drinking as the number one in thing for students to do on college campuses across the (Carney, 2007). For twelve to seventeen year olds, 54 percent own some type of a digital audio player and one in six have downloaded an audio program. Fifty- two percent of the Arbitron/Edison respondents under the age of 35 have downloaded a podcast. Among all respondents in the Arbitron/Edison report one in four say the iPod has had a "big impact" on their lives (Rose & Lenski, 2007).

The iPod functions in much the same way as cassette recorders, however, the portability of the iPod and the ease of using the iPod bode well for quick adoption. The younger adopters are recognizing the benefits of an iPod that allows you to be in control of entertainment and information content (Rogers, 1986). As Albarran (2006) puts it "as media morphs into other forms and formats, users will continue to have more and more control over consumption and usage" (p. 297). Just as universities have provided online learning experiences and distance learning opportunities to give student flexibility in taking courses, the iPod provides another layer of flexibility to course material delivery. This research seeks to explore the level of effect that iPods and podcasts can have on a student's ability to learn.

LITERATURE REVIEW

The 2007 Arbitron Edison report suggests the most popular forms of podcast programming are technology news and commentary, national news, local news and public affairs, music news, and national sports (Rose & Linski, 2007). Early reports from Zeng's (2007) survey of podcast users shows that among the 240 respondents who identified themselves as podcast users, 12.9 percent reported they had listened to podcasts of course materials, 29.2 percent expected to access podcasts of materials they missed in class, and 29.2 percent expected to do better in class by using podcasts.

Duke University introduced iPods to incoming freshman in 2004 (Duke iPod first year experience, 2005). Using focus groups, and surveys students and faculty reported the iPods helped with individual learning styles, introduced greater "student engagement and interest in class discussion" and provided ease in collecting interviews and other small group discussions. Like Duke, Purdue, and Drexel have introduced podcasting in the classroom with some success (Purdue podcasts professors' proclamations, 2005; Read, 2005). Officials say the podcasting project allowed students to bypass the library and get the material straight from downloads (Read, 2005). Stanford began using iTunes in 2005. Officials believe iTunes music store provides an avenue for distribution of information for students, faculty, and alumni (Terdiman, 2005). Information distributed includes lectures, interviews, and commencement speeches. Stanford also allows for a private connection for undergraduates to obtain course content. The University of Washington and the University of Michigan are archiving lectures for future students so that they can get a jump on course materials (Terdiman, 2005). Mobility and flexibility are key benefits that University of Michigan dentistry officials indicated as reasons students give for liking podcasts.

Bowman (2006) suggests the reason podcasting is so popular is "it is a cheap way to expand the means of content delivery." But many fear students won't come to class while others question copyright issues and intellectual property considerations. Others suggest it creates more work for the professor (Armstrong Moore, 2005). Some officials argue that podcasts allow the student to take the professor with them, while others say the connectivity will create isolation (Armstrong Moore, 2005).

In the area of journalism education, Huntsberger and Stavitsky (2007) at the University of Oregon incorporated the iPods and podcasting into a mass media and society course. Stavitsky created Mp3 files then loaded the files into the Blackboard interface. Students received the audio podcasts and brief text notes about each of the files. Notes would appear weekly on the interface. Podcasts were no longer than twenty-eight minutes. Finally a survey was used to collect information about reaction to content, descriptions of user messages, and comments on the supplementary nature of the podcasts to course content. The study data showed students liked the flexibility the iPod gave them, believed the content added to the value of the class experience, and enhanced learning and teaching (Huntsberger, & Stavitsky, 2007).

The Duke report (2005) indicates there is a need for experimental research to determine if recorded lectures have an impact on student performance. Likewise, Huntsberger and Stavitsky (2007) recognized that measuring effect within a large lecture setting is very difficult. They speculate about increased student engagement and encourage experimental design. The current research sought to determine through experimental design whether recording lectures and providing supplemental video podcasts improved learning.

METHODOLOGY

An experimental design was constructed to allow the researcher to determine the effect iPod technology has on student learning. The researcher used the spring of 2006 to test a 22 item assessment tool and to examine students' behaviors toward the iPod. The reliability of the instrument was .75. A digital audio recorder was used to record class lectures and the audio WAV file was then converted into an MP3 file and posted on blackboard where students could receive automatic podcast downloads. Video podcasts were created using Microsoft Power Point files and then turned into m4v files and uploaded to Blackboard for automatic downloads.

Some students were apprehensive about using the iPods while others readily adopted the technology. This trial run helped the researcher to recognize the necessary standards that needed to be met to successfully create podcasts both with video and with audio only. It gave the researcher a chance to see how students used the iPods, what problems they had with the iPods and what needed to be worked on prior to the actual experiment that was conducted in the fall of 2006.

PODCAST EXPERIMENT

Two communication research courses were offered in the fall of 2006 at a mid- south university. Both classes met for one hour and 15 minutes two days a week. The control group had 14 students enrolled in it while the iPod group had 11 students. Each group received the same in class instruction, the same class handouts, had access to outlines of the course lectures, and was provided with online demonstrations of how to write three of the five chapters of their major primary research paper. In addition video lectures found on the course website demonstrating the use of SPSS were provided for all students in both the classes. The iPod was introduced as an independent variable to determine if test scores improved among students who had access to the audio and video podcasts. The podcasts were downloaded when students in the test group received access to the podcasts by enrolling in the blackboard classroom management tool. Among those in the test group none had ever previously enrolled in the course.

Students were assessed three times for their knowledge of communication research methodologies. The instrument contained 22 multiple choice questions about course content that relate to communication theories, research methodologies, copyright, and sampling. Demographic data was collected about student major, emphasis area, number of hours in college, number of times enrolled in class and gender. A survey was also used to measure students' perceptions of the video and audio podcasts.

DATA ANALYSIS

Data was analyzed using frequencies, percentage, t-test, and one way ANOVA. The significance level was set at $p<.05$.

LIMITATIONS

The sample size was small and contributes to sampling bias, however, the study provides data that has not previously been collected about the effectiveness of iPods in the classroom. Its value is found in the process of collection and in the data that shows effectiveness. Certainly replication of the process will become an ongoing research project.

FINDINGS

Research data from this experiment was used to determine if students learned from the course instruction, whether IPOD technology improved student learning and what students' perceptions were of video and audio podcasts.

The experimental group was made up of five students, twenty twenty-one years old, five students were twenty-two to twenty-three years old and one was older than twenty-six. Five in the iPod group were seniors while four were juniors. Five students were journalism majors, five were radio/television majors, and one was a communication studies (speech) student. Eighty-one percent of the experimental group had a computer. Two students owned their own video iPod, the remainder did not. One student owned a nano pod.

No significant difference existed between the control group and the experiment group when the assessment tool was administered on the first day of class. In other words the two groups scored the same on the pretest.

Research question one examined whether students learned from the course. Data showed students knew more about research methodologies after they took the course than when they began. A paired sample t-test was used to determine if students learned from taking the course. The pretest scores of each class were compared to the midterm assessment and the final assessment. The iPod or experimental group scored significantly higher at the midterm assessment and at the final assessment. The mean on the pretest for the experimental group was 13.1 (sd=2.33) and the mean on the midterm assessment was 17.8 (sd=3.45). A significant increase from pretest to midterm assessment was found ($t(9)=4.862, p=.001$). The control group learned between the pretest and the midterm assessment. The mean of the pretest for the control group was 13.58 (sd=2.81) and the mean of the midterm assessment was 17.08 (sd=2.31). A significant increase was found between pretest and the midterm assessment ($t(11)=6.28$, p.=001).

A paired sample t-test was used to compare means between the pretest and the final assessment. The mean for the experimental group was 18.5 (sd=.600) for the final assessment. A significant increase was found between the pretest and the final assessment ($t(9)=5.27, p=.001$). A paired sample t-test was used with the control group. The mean on the final assessment was 17.41(sd=1.62). A significant increase from pretest to final assessment was found ($t(11)=5.70$, $p=.001$).

The second research question asked whether iPod technology improved student learning. A one-way ANOVA was used to measure whether the experimental group scored higher on their assessments than did the control group without the video iPod. Raw scores for the three assessment (pretest, midterm and final assessments) were collapsed into students scoring A and Bs on the assessment to those scoring C or worse. The one-way ANOVA was used to compare the differences between the three assessment tool scores and the experimental and control groups. A significant difference was found among the three assessment ($F=(1,23)=5.482, p=.04$). A Tukey's HSD was used to determine the nature of the differences. The analysis revealed students who used the iPods were likely to score higher at the midterm assessment ($m=1.83$, $sd=.404$) than the group that did not have an iPod ($m=1.42$, $sd=.51$). With the final assessment students with the iPod were more likely to score higher ($m=1.73$, $sd=.46$) than those that did not ($m=1.28$, $sd=.46$) have an iPod and receive class podcasts.

Students in the experimental group had a better grasp of communication theories, scoring one hundred percent comprehension of theories such as agenda setting and uses and gratifications. The experimental group was better able to identify which research methodology would best answer different types of research questions.

SURVEY OF IPOD USERS

The experimental group was surveyed after the final assessment was given. The instrument was designed to measure IPOD users' perceptions of the iPod and the audio and video podcasts. Most of the students liked using the iPod ($x2=10.45, df=3, p=.02$). The majority of students believed the IPOD could help them learn.($x2=8.27$, $df=3$, $p=.05$) and a majority of student users believed the IPOD worked well for them ($x2=14.08$, $df=3$, $p=.01$). Fifty-four percent of the iPod users found the video podcasts to be very useful or useful in the course while 63.7 percent found the audio podcasts to be useful or very useful.

CONCLUSIONS

Providing students with the best opportunities to learn through conventional and alternative learning tools is the direction all mass communication programs should consider. Data from this research suggests the iPod did help the students to learn better than the students who did not have access to an iPod or the podcasts associated with the class. Obviously the sample size is small, however, using experimental designs to measure effect is the step needed in this venue of research. Watching the student learn in class and with the help of the podcasts has provided the support needed to continue the experimental work in this area. Gathering survey data from the experimental design group suggests students felt comfortable with the iPods and believed the iPod could help them learn. Student's level of confidence toward course material was high among the iPod users.

The students with video iPods were given a window into the potential of podcasting at the commercial level. Many reported they used the iPod for other purposes beyond the course material especially to download music. Likewise some were able to use the iPod to gather data for their own research.

A concerted effort to create an experimental design to measure effect of podcasts should benefit both education and industry groups. The benefit to the experimental group was that those who had the iPods were more likely to know more of the answers in the assessments than did those without the iPods, they did a better job with their research papers and they received higher grades in the class. Several went on to have research accepted for presentation at research forums.

As students seek flexibility and mobility in receiving a higher education degree, podcasting may allow students to learn more readily and provide universities with greater flexibility in course offerings. The iPod may benefit nontraditional students, commuting students, and working students the most as they organize their time to maximize their learning potential. We all know some students learn better with visual cues and others with aural cues. Applying better production values to the podcasts may well yield greater return for the student, of course that would require even larger amounts of time to create video podcasts.

If universities wish to pursue this technology, they must be prepared to recognize the amount of time and effort required of teachers who incorporate these tools into the classroom environment and they must be willing to provide rewards. In essence the teacher is providing course lecture and an entirely different supplemental lecture to the students. This research is in its infancy. It appears that it may be more about the podcasts themselves than the distribution tool (the iPod), that generates the effect. It is likely with the introduction of the iPhone the iPod may be rendered somewhat obsolete but the podcast content will remain viable.

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[<< RETURN TO TABLE OF CONTENTS](#)

[ARTICLE]

THE DIFFERENTIAL USE OF ADVERTISING APPEALS IN RADIO AND TELEVISION COVERAGE OF SUPER BOWL XL: A CONTENT ANALYSIS

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Submitted to the Writing Division of the Broadcast Education Association
Submission Entry: Debut Category
A/V Requirements: None

NOTE: Professor Crawford's Paper took 2nd prize in Writing Division Scholarly Research and Academic Paper Competition - 2008

The Super Bowl remains the pinnacle of media spectacle, from the many hours of programming before and after the event, to the highly produced and promoted half time shows and, of course, the game itself. Nielsen ratings estimate that in 2007 more than 93 million viewers tuned in to Super Bowl XLI on CBS television. This makes Super Bowl XLI the third most viewed program in television history, lining up behind the final episode of M*A*S*H and the 1983 Super Bowl (de Moraes, 2007).

A number of scholarly studies have examined the television broadcast of the Super Bowl. Among these studies are analyses of the likeability and memorability of ads (Kelley & Turley, 2004), the value of Super Bowl advertising (Esrock & Utsler, 2007), and the increased commercialization of the Super Bowl (Melanson & Edwards, 2007). No studies have examined lower-profile media coverage of the Super Bowl. In particular, the Super Bowl is broadcast via radio each year, yet there has been no systematic review of the sponsorship and ad content of this broadcast. This study analyzes the similarities and differences in advertising content and form between the well-publicized television event and the national radio broadcast of the Super Bowl in 2007.

This paper is designed to inform discussions in college media writing classes and serve as a jumping-off point for a deconstruction of advertising technique and trends. Many times Super Bowl ads serve as examples for media writing classes. These ads are familiar, entertaining, and slickly produced. Students are often eager to debate their relative merits. The Super Bowl gives instructors of media writing a vehicle to talk about trends in the advertising industry and open the floor for debate. Instructors may ask whether these ads are representative of what most advertisers want and most consumers seek. A comparative content analysis between the expensive Super Bowl television ads and the lower-cost radio ads provides grounds to observe advertising across media, while allowing for a parallel examination of the same live event. This study describes the sponsors who advertise during the Super Bowl on radio and television. It also examines the differential use of appeals in ads constructed for radio versus those created for television.

REVIEW OF LITERATURE
SUPER BOWL ADVERTISING

Interest in the Super Bowl commercials is also a part of the cultural phenomenon surrounding the Super Bowl telecast. Over the past 20 years, the amount of advertising in the Super Bowl has been growing. There has been significant growth in both the percent of the total program dedicated to sales messages, up from 17% in 1987 to 23% in 2006, and a statistically significant increase in the number of total ads aired during the game, from 72 in 1987 to 97 in 2006 (Melanson & Edwards, 2007). A content analysis of Super Bowl advertising in the 1990's by Tomkovick, Yelkur & Christians (2001) traced not only the increase in the number of ads, but also changes in the advertising strategies and the types of products advertised during the big game. There was an increase in the use of animals, high profile celebrities, and humor by advertisers in the 1990's. The sponsors of Super Bowl ads diversified as well, with product categories like telecommunication and internet companies, financial service firms and feature motion pictures increasingly added to the traditional Super Bowl ad mix of beverages, snack foods and automobiles.

This growth trend has continued into the 2000's. The cost of a thirty-second Super Bowl ad has grown as well. In 2007, CBS charged $2.6 million for a 30-second spot, up from $2.5 million the previous year (Elliott, 2007). With increased cost, comes increased demand for evidence of impact for the sponsor. This measurement has taken many forms, but the USA Today Super Bowl Ad Meter has probably received the most press. In 2007, Career Builder.com made headlines in the advertising trade papers for parting ways with their advertising agency, Cramer-Krassett, after failing to place in the top 5 in the USA Today poll (Mullman, 2007). Nationwide Insurance was more pragmatic in their response to their second-to-last ranking in the USA Today poll. While their much-publicized ad featuring Kevin Federline wasn't well-received with viewers, it did yield 3,584 print stories and 1,925 blog posts in the weeks leading up to and following the Super Bowl. Nationwide estimates that this publicity alone is worth about $23.3 million in ad value (Wheaton, 2007; Esrock & Utsler, 2007).

The advertising trade papers do not agree on what constitutes success for a televised Super Bowl ad, but the conventional wisdom tends to be that the advertisers should remember the adage "it isn't about you." This means focusing on gaining viewer goodwill and eschewing hard-sell messages for likable and engaging ads (McKee, 2007). The 2007 telecast of the Super Bowl saw the continued use of entertainment devices. These included the use of celebrities, including Kevin Federline and Robert Goulet, CGI animation, and consumer-generated commercials (Moltenbrey, 2007; Reyes, 2007).

There was much less media coverage of the radio broadcast of the Super Bowl. In fact, it was nearly non-existent. Westwood One Network, the exclusive national radio network of the National Football League, broadcast the game to more than 600 affiliate stations, representing all 100 top U.S. markets. Much of the publicity for the event focused on the event's broadcast team of Marv Albert and Boomer Esiason. According to a Westwood One press release, the broadcast was predicted to reach millions of sets, including those tuned to Armed Forces Radio overseas (Westwood One's National Broadcast, 2007).

THE USE OF ADVERTISING APPEALS FOR PRODUCTS AND SERVICES

A *Brandweek* return-on-investment (ROE) survey following the 2005 Super Bowl suggested that for some brands the cost of a Super Bowl television ad can be justified, but for others the cost did not provide an adequate return. Some brands, according to the survey, fit well with the consumption-fueled Super Bowl atmosphere. These brands included Frito-Lay, Pepsi, Anheuser-Busch and Emerald Nuts, which fit with the party atmosphere associated with Super Bowl Sunday. Trailers and ads for feature films, the study found, also worked well in a Super Bowl telecast whose goal was to entertain audiences. Other brands did not fit as well. These included American Mortgage, Norvartis CibaVision, MBNA, and Career Builder.com (Hein, 2005). The brands that sell concrete products, especially those associated with the Super Bowl and sports, performed well. The brands that didn't work were services and less tangible, lower-profile products, such as contact lenses. Do products inherently fit better with an event like the Super Bowl? If service advertisers don't decide to pass on the Super Bowl opportunity, are there particular appeals that could be employed to grab and hold the audiences' attention?

Some research indicates that service advertisers do use different types of appeals to reach consumers. A content analysis of advertising on television and in magazines revealed that service ads featured more transformation appeals ("feel" or emotional appeals) than product ads, and that, overall, service ads used more emotional appeals than rational or informational appeals (Bang, Raymond, Taylor & Moon, 2005). The evidence is not conclusive, however. A content study of Israeli print ads found that emotional appeals were used most often for durable products like clothing, furniture, and footwear and for services such as portfolio management, mutual funds, and weight loss remedies (Liebermann & Flint-Goor, 1996).

HYPOTHESES AND RESEARCH QUESTIONS

The literature suggested four questions to examine in this content comparison of the television and radio Super Bowl broadcasts. As most of the discussion of Super Bowl advertising focused on the telecast, the first two questions ask which product categories advertise on radio and television during the Super Bowl broadcast.

RQ_1: What types of products and services advertise during the Super Bowl?

RQ_2: Are products or services advertised more during the Super Bowl? Does this differ across media?

As the research is unclear on which appeals are used most for products/services and radio/television advertisements, questions three and four are:

RQ_3: Are different advertising appeals used to promote products than are used to promote services?

RQ_4: Do advertising appeals differ between radio and television?

METHOD

Sample

The national radio and television broadcasts of Super Bowl XLI, which aired February 4, 2007, on were analyzed for commercial and promotional content. All promotional or commercial materials were placed into one of four categories. The first category was for a national network promotion, which was operationalized as a promotion for the network or network programming. In 2007, CBS hosted the national television broadcast and Westwood One/CBS Radio Sports aired the national radio broadcast of the Super Bowl. Sirius Satellite Radio offered 8 radio play-by-play broadcasts of the Super Bowl, including feeds in seven different languages and the local market coverage for both participating teams, in addition to the national Westwood One/CBS Radio broadcast. The national radio broadcast, but not the Sirius programs, was included in this analysis.

The coding began with the opening kick-off in the first quarter and ended when the game clock reached zero at the end of the fourth quarter. All promotions and ads during halftime festivities were included in the analysis, but pre-game and post-game shows were not.

The programs' commercial and promotional content was grouped into one of four categories. The first, *national promotion*, included promotions for the network or network programming. The second category was *affiliate promotion* which included all marketing for the local affiliate or station or their programming. This included all promotion for local syndicated programming and station liners, with the exception of the legal ID (call letters and location). The third category, *in-program promotion*, was used for copy imbedded in the program and generally voiced by the announcer. Copy was only included in this category if it contained both an audio and video component. Video only "bugs" or logos were not counted. The final category included all *commercials*, which were defined as paid spots for a company, service, or product. Non-profit sponsors and public service announcements were included in this category. The analyses yielded 128 radio commercials and promotions and 151 television commercials and promotions for a total of 279 coded units.

All program and content sponsors were then coded as belonging to one of the 30 leading ad categories, based on total U.S. advertising spending in 2006 (Advertising Age, 2007).

Using a structure developed by Abernethy, Gray and Butler (1997) the coders placed each advertiser into one of four groups:

1. *Products* are defined as tangible items which are usually independent from their production and consumption processes. Some common products advertised in past Super Bowl broadcasts include beer, snack foods, and automobiles.

2. *Services* are intangible, branded experiences where the creation and use of the merchandise is often simultaneous and guided by the consumer. For example, service providers who advertise during the Super Bowl include websites, airlines, and financial institutions.

3. *Combination* goods provide equal emphasis on the tangible good and the consumer experience. Items were only coded as combination goods if both the tangible and experiential elements were emphasized equally. For example, a theme restaurant emphasizing the mood and dining experience at the establishment would be considered

a service. If, in an advertisement, this restaurant also discussed the daily menu special in detail, the product component of this advertisement would place it in the combination category. Another example would be an advertisement for a car dealership. The commercial will discuss the service that sets this dealer apart from the competition, but often will provide detail about makes and models of cars available.

4. *Nonprofits* are organizations or institutions who operate for a purpose other than generating a profit. This category would include spots given airtime for no cost (PSAs) or spots paid for by the organization, if that organization is a certified not-for-profit entity.

5. Because the classification process included all promotions, including sponsorships and in-program promotions, there is a need for a category for all network and local *program promotions*. Generally these were for television or radio programs from the network or affiliate station.

After classifying the consumer good and sponsor, the coders then analyzed the advertisement for emotional and rational appeals (Kelley & Turley, 2004; Orlick, 2004). An advertisement could employ no appeals, one appeal or many appeals. The coder would check on the instrument all appeals that applied. The emotional appeals were:

1. *Sports Theme*: The ad referred to sports, sports fans, or sports figures (players, owners, or announcers).

2. *Humor*: The ad employs humor, satire, jokes, puns, slapstick, physical comedy, or exaggeration.

3. *Enlightenment*: The ad implies that if the viewer/listener buys or uses the product or service, he/she will learn more, know more, and experience more than those who do not. Product or service brings knowledge and understanding.

4. *Allurement*: "Sex sells." The advertisement implies or states that the use of the product or service will make the viewer/listener more attractive or desirable, or that those who are desirable use the product.

5. *Sensation*: Advertisement focuses on describing or showing how the product or service looks, feels smells, tastes or sounds.

6. *Rivalry*: Use of the product or service will allow the listener/viewer to compete with others.

7. *Esteem*: The ad focuses on how the viewer/listener deserves the product or service. The ad indicates that the viewer/listener cares more than others, or "demands the best"

The rational appeals were:

1. *Price*: The ad either mentions an exact price for a product or service or implies value.

2. *Uniqueness*: The product or service is new or different than anything else on the market

3. *Quality Claims*: Claims that the product or service is of high quality or higher quality than the competition; that the product requires less maintenance or will last longer.

4. *Safety*: The product or service will keep the viewer/listener safe or protect one from harm.

5. *Slogan*: The use of an established phrase or word that prompts recognition of the brand.

6. *Web Address*: The ad specifically names an address on the web for the product,

service or organization's web page.

CODING PROCEDURES AND TRAINING

Two coders judged the advertisements separately using the same coding instrument. A reliability check was done on a subset of 20 advertisements. Percentage of agreement between coders was 98% for product category, 100% for product/service/promotion, and 89% for use of appeals.

RESULTS

The first analysis used the entire set of radio and television commercials and promotions (n=279). This analysis seeks to address Research Question 1 and Research Question 2 regarding the types and services advertised during the Super Bowl and whether this varies by medium. The descriptive analysis, shown in table 1, shows that for radio the top ranked product category was for personal care items, such as shaving cream and soap. The second ranked category was media, representing 9.4% of the program's ad content. This group of 12 spots consisted fully of program and network promotions. Some of the lowest ranking categories were beer, wine and liquor and furniture/electronics. Overall, there were 21 categories represented. The analysis of the telecast shows that the number one category was for media, which included motion pictures, but also included network promotions for CBS and the local affiliate. Food, automobiles, beer manufacturers rounded out the top of the advertiser list. These three categories support previous study findings. For television, there were a total of 17 categories represented.

TABLE 1

Ranking of Ad Product Category for Radio and Television

	Radio (n=128)			Television (n=151)		
Product Category	#	Percent	Rank	#	Percent	Rank
Apparel	0	(0.0%)	--	2	(1.3%)	13
Automotive	11	(8.6%)	3	16	(10.6%)	3
Beer, Wine, Liquor	1	(0.8%)	20	16	(10.6%)	3
Computers	0	(0.0%)	--	3	(2.0%)	8
Financial Services	8	(6.3%)	8	3	(2.0%)	8
Food	7	(5.5%)	7	22	(14.6%)	2
Furniture, Electronics	2	(1.6%)	17	0	(0.0%)	--
General Service	3	(2.3%)	13	14	(9.3%)	5
Government/Nonprofit	8	(6.3%)	8	2	(1.3%)	13
Hardware	2	(1.6%)	17	0	(0.0%)	--
Insurance	3	(2.3%)	13	3	(2.0%)	8
Media	12	(9.4%)	2	45	(29.8%)	1
Medicine	2	(1.6%)	17	3	(2.0%)	8
Miscellaneous	1	(0.8%)	20	2	(1.3%)	13
Movies	0	(0.0%)	--	5	(3.3%)	7
Office Equipment	5	(3.9%)	11	0	(0.0%)	--

Personal Care	13	(10.2%)	1	3	(2.0%)	8
Real Estate	11	(8.6%)	3	0	(0.0%)	--
Restaurants	9	(7.0%)	6	1	(0.7%)	17
Shipping & Freight	4	(3.1%)	12	2	(1.3%)	13
Telecomm. & Internet	3	(2.3%)	13	9	(6.0%)	6
Travel	11	(8.6%)	3	1	(0.7%)	17

Table 2 displays the frequency of sponsor types for television and radio. Advertisers of products represented the most ads and promotions on both radio and television. Second most frequent, in the case of television, was the program promotion. Services represented the second-most common type of sponsor for radio. A chi-square analysis revealed a significant difference between the number of services advertised in the radio broadcast and the television broadcast. There was also a significant difference between the number of program promotions on radio and television.

TABLE 2

Analysis of Sponsor Category by Medium

	Radio (n=128)		Television (n=151)			
Sponsor Category	#	Percent	#	Percent	χ^2	*p*
Product	61	(47.7%)	64	(42.4%)	0.78	p=.378
Service	47	(36.7%)	30	(19.9%)	9.85	p=.002*
Program Promo	10	(7.8%)	45	(29.8%)	21.16	p>.001**
Nonprofit	7	(5.5%)	4	(2.6%)	1.45	p=.228
Combination	3	(2.3%)	8	(5.3%)	1.60	p=.206

* Significant at $\alpha = .05$
** Significant at $\alpha = .001$

For the analysis of advertising techniques, all in-program promotions and affiliate promotions were removed from the sample as they usually did not include much ad copy, but rather were video previews or montages. With promotions removed from the overall sample, the sample consists of 224 commercials. These commercials were coded as either Products, Services, PSAs or Combination Products. The appeals were considered to be either emotional appeals (sports theme, humor, enlightenment, allurement, sensation, rivalry and esteem) or rational appeals (quality, uniqueness, safety, price, slogan, web address). Products were more likely to use price, sensation, quality, enlightenment, and sports appeals than other brand categories. The type of appeal used is split with 3 emotional appeals and 2 rational appeals on the list. Services were more likely to use the emotional appeals of enlightenment and esteem. The results are displayed in Table 3.

TABLE 3

Description of Use of Appeals for Products and Services

Sponsor Type (n=224)

Appeal	Product	Service	PSA	Combo	χ^2	p[a]
Sports Theme	18	11	3	3	2.26	.001*
Humor	39	22	3	4	1.22	.976
Enlightenment	11	15	4	2	9.28	.026*
Quality	50	27	0	2	8.63	.035*
Allurement	19	8	0	2	2.91	.405
Sensation	49	6	0	5	29.97	<.001**
Uniqueness	16	7	0	1	2.13	.546
Rivalry	10	9	0	0	3.10	.377
Safety	16	7	3	1	3.20	.362
Esteem	3	10	0	0	11.27	.010*
Price	21	20	0	5	13.18	.040*
Slogan	57	28	3	2	4.97	.174
Web Address	34	27	6	4	4.33	.228

* Significant at $\alpha = .05$ ** Significant at $\alpha = .001$

In the analysis of appeal type by medium there were 7 significant relationships. Television commercials were more likely to employ the emotional appeals of humor, allurement, sensation and rivalry than radio ads. Television commercials were also more likely to include a web address than radio ads.

TABLE 5

Description of Use of Appeals for Radio and Television
Medium (n=224)

Appeal	Radio	Television	χ^2	p[a]
Sports Theme	23	12	3.83	.148
Humor	20	48	21.72	<.001**
Enlightenment	9	23	9.03	.003*
Quality	52	27	8.46	.004*
Allurement	7	22	10.89	.001**
Sensation	25	35	3.99	.046*
Uniqueness	17	7	3.55	.059
Rivalry	1	18	18.72	<.001**
Safety	19	8	3.56	.050*
Esteem	8	5	0.44	.510
Price	26	20	1.19	.551
Slogan	43	47	1.45	.229
Web Address	27	44	8.95	.003*

* Significant at $\alpha = .05$ ** Significant at $\alpha = .001$

The only appeal to be used more frequently in radio than in television was the rational appeal of quality claims. Nearly twice as mainly radio ads than television ads during the Super Bowl mentioned the quality of the product. The results are listed in Table 5.

Conclusion

In the classroom, instructors often will screen commercials to provide a foundation for the discussion of advertising form and working with client expectations. This study is designed to demonstrate the trends found in the 2007 radio and television broadcasts of the Super Bowl. Overall, radio ads adhered to the conventional wisdom of advertising. There were more rational appeals used and there was a wider representation of client types. This may be due to the features of the medium, or it may be due to the more reasonable price-tag attached to radio advertising, especially for such a big event. The television ads, in comparison, were in line with the hype, featuring humor, rivalry and other emotional appeals while trying to drive viewers to the web. Trends in advertising evolve as the economy and audiences change. A content analysis is often a useful means of demonstrating these changes in progress.

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<< RETURN TO TABLE OF CONTENTS

[ARTICLE]

JOURNALISM FROM SCRATCH: DEVELOPMENT OF A MASS COMMUNICATIONS COLLEGE CURRICULUM IN CENTRAL UKRAINE

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Submission to
Feedback

This work is original and has not been presented or published in any other forum.

Following its 1991 independence from the former Soviet Union, the nation of Ukraine has struggled to educate journalists and mass communication professionals. But an exchange agreement with two Kentucky universities has inaugurated a program at one Ukrainian university which shows promise in bringing journalism education to a rural Slavic territory.

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BACKGROUND

Ukraine, a former Soviet Republic, is an eastern European country with a population of nearly 48 million people where both Ukrainian and Russian languages are spoken. With the dissolution of the USSR in 1991, the nation began the promising but perilous transition into a market economy. Its recent social and economic conditions have been on the upswing, predicting the need for a broadly educated class of professional workers (National Bank of Ukraine, 2007; BBC News, 2007).

The transition has been troublesome for the nation's journalists, some of whom have been censored by a government unfamiliar with a new way of doing things. Also, certain broadcasters have become the subject of political bribery investigations over the past several years (Deutche Welle, 2007). Broadcast communicators have continued to rally around the cry, "we cannot be bought," and have espoused principles set forth by the Ukraine Institute of Mass Information, which seeks to raise the professional level of journalists and mass communication workers (IFEX, 2007).

Ukraine finds itself poised for maturation in journalism education and mass communication studies. But it is a traditionally resource-challenged country, and has done well with the benefits of international assistance, such as journalistic training from the United States and even equipment donation from the West (Lesser, 2004). "Traditional media may be declining in much of the rich world," according to *The Economist*, "but in poor countries it is booming" (2007).

University exchange programs have also been popular. One such effort is developing at Pereyaslav-Khmelnitskiy Skovoroda State Pedagogical University (PKSU), near the geographical heart of Ukraine, just south of the capital, Kiev. Two Kentucky institutions (Campbellsville University and Murray State University) are partnering with Ukrainian educators and officials to inaugurate a mass communication curriculum.

"WE ARE THE MOTHER SHIP"

Bill Holmes, director of international education at Campbellsville, was a Peace Corp volunteer in Ukraine, where he and his wife worked for two years. Holmes developed a facility in the Russian tongue and in Baltic cultures, studying in Hungary. He and a colleague brought a group of American media students to PKSU in summer of 2007, and found that both municipal and university officials welcomed the idea of establishing a mass media program there.

Brian Siddens, a lecturer in Murray State's Department of Journalism and Mass Communications at the time, jumped in with Holmes. "Brian got fired up about the idea, and here we are," Holmes said as he prepared a second visit with students over the winter, 2007, intercession period. "We met with PKSU's president and study center director, and everybody loved the idea. This coincides with the 11-hundredth anniversary of the city of Pereyaslav- Khmelnitskiy. They want people to come over who can write stories about their university, which they are very proud of."

"We are the 'mother ship'," according to Siddens. "The students there have had no courses covering information services, journalism or video production. We will be bringing six digital camcorders with us as part of this exchange, and will work with students there – one on one with our students – to produce materials like promotional videos, public service announcements and the like. It will be a bit of everything, from print journalism to advertising copyrighting to basic video using simple computer-based editing."

Holmes and Siddens also worked on a final DVD presentation that documents student experiences at the start, during and at the conclusion of the two-week holiday stay. This may be a component of self-assessment of the venture.

Holmes said that editors of the *Kiyev Post* have noted an absence of journalists from Ukraine with the necessary skill-set to produce professional work. "This academic program can, over time, allow mass communication education that will benefit both the region and the individual students who wish to stay in the country as professionals."

ABOUT SKILLS, NOT IDEOLOGY

Both American educators stressed that theirs was not a mission to bring democratic media ideology to Ukraine. "For the most part, there is a type of freedom of the press already there – what it lacks is less in the way of democratic virtue and more in the way of functional skills. How do I approach writing this news or this script? How do I shoot video, handle audio and computer editing?," said Siddens.

The "Orange Revolution" was a series of protests and political events that attempted to reform modern Ukraine during late 2004 and 2005. Some critics say the eruptions missed the mark in transforming the nature of elections and governance over the long haul, although a "new government" was installed amidst a sea of orange hats and ribbons. "Today, most observers agree that one of the pluses… has been press freedom and a degree of transparency," according to Foley (2006, p.12). Nevertheless, an ideological tug of war continues between political parties, and media find themselves in the middle of rancorous debate.

This is not what the PKSU – Kentucky exchange program has endeavored to address. The exchange sought to bring neutral expertise in journalism training so Ukrainians could help to define their own uses for mass communication practices.

American students found themselves in the role of teachers to PKSU students. No "language translator squad" was available, although a few support staffers assisted with interpersonal communication. "For our Kentucky kids, they can learn more about themselves in two weeks than in most study abroad programs," said Siddens. "It was truly a kind of 'guerilla teaching and learning environment'." The model seems to fit into that described by Deuze (2006, p.25), stressing generalized but disciplined international exchange.

During the intercession visit, six American students engaged in what one of them – student Meredith Lockhart, a public relations major from Louisville – deemed "more of a cultural exchange." "The students in Ukraine have to be ready for building a new mode of curriculum," she said. "It was an awesome experience, but we had only two weeks there in the middle of a holiday period. More time would have helped, and we could only make a small start."

Another American who made the trip agreed. Alissa Zimmerman is a double-major in electronic media and French at Murray State University, and she said a month-long stay would have helped build a stronger foundation. "I really liked the people of Pereyaslav, and they were interested in what we had to teach, but maybe not quite ready for it all so quickly."

International educator Holmes agreed that the timing of the visit hindered some of the group's activities. "The best-laid plans are just suggestions when you are trying to set something like this up," he said. "It's a process, and we learned about a few things that worked and some that didn't." He would rather not attempt another two-week venture in winter, as it is difficult to perform one-on-one field work in so compressed a time in so cold a climate. Students from both the US and the Ukraine needed the opportunity to develop acquaintanceships before being paired for workshops in news writing and camera operation.

"But we did put a seed there," Holmes said. He intends another visit, accompanied by American students, during summer months when a broader strategy of curricular development is attempted.

THE KENTUCKY MECHANICS

Murray State University students enrolled in a Journalism and Mass Communication course set as a junior-level, three-credit "International Study of Media Communications" experience. The first half of the course was done stateside, in large part via the Internet. Students were then briefed in person on protocols concerning language, social and historical background of Central Europe and Pereyaslav-Khmelnitskiy Skovoroda State Pedagogical University, passport obligations and so forth. Students were even filled in on cultural differences between the West and Slavic regions on matters of political correctness and hygiene.

American students could apply federal financial aid, if available, and students could compete for limited scholarships through a Study Abroad Office. Air travel overseas was booked in a block; housing, meals and insurance were rolled into the $2,600 program fee. University financial backing and private donorship also underwrote portions.

While the first part of the course was conducted stateside, the second included the actual venture to Ukraine. Students were graded on the experience after arriving back home. In the spirit of true exchange, at least one PKSU student plans to study in Kentucky over the coming year.

"It was not a big start, but it was a start," according to lecturer Siddens. "Once you get into it, you see how the parts fit and it all grows from there."

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<< RETURN TO TABLE OF CONTENTS

RADIO: A COMPLETE GUIDE TO THE INDUSTRY BY WILLIAM A. RICHTER

Books concerning radio and its development once were plentiful, but with radio's rapidly changing landscape and increasing emphasis put on other media, current and up-to-date books are hard to find. One such book that attempts to keep up is *Radio: A Complete Guide to the Industry* by William A. Richter.

Overall, this is an outstanding book that does an exemplary job of discussing truthfully the potential and problems of radio today. This 255 page easy-to-read book is broken into 12 chapters, each hitting the core ideas.

This book opens with an outstanding review of the inventors of radio. This of course includes the likes of Marconi, Fessenden De Forest and Armstrong, but also hits on the lesser known Niola Tesla (developer of the AC current) and Nathan Stubblefield (credited with demonstrating wireless technology first). The history section goes into depth on David Sarnoff and the development of networks.

One problem we all face with today's students is getting them to understand how early radio operated and what it was like during the Golden Age. Richter does this in Chapter Two: "In the Beginning" by not only discussing the popular shows of the 1930s and 40s, but also compares them to shows on TV today so the reader has a reference point. This is done very well.

In the chapter "Radio Comes of Age" each radio format is explained and discussed. The beginning student will learn a lot concerning the early days of radio programming. Each of the major, and most of the minor, formats are covered including trends and percentage of stations carrying each format.

As any book on general radio should, *Radio* includes a thorough discussion on ratings and their importance. Each of the major terms are given, along with definitions. The latest technology, notably the Portable People Meter, is covered. An instructor using this book must make special notice of a mistake made on pages 92 and 93 in which a case study is done to determine which station to use when purchasing advertising. The math is incorrect and the cost per thousand for three stations is incorrect. The station illustrated in the book as the best buy is actually the worst buy. The professor using this book must be certain to discuss the mistake in class and demonstrate how to correctly calculate the numbers.

Richter does an outstanding job of taking a look at noncommercial radio. The common noncoms, NPR, and college radio, are covered, but included in the discussion are Native American, pirate and LPFM radio. This section delves into the Pacifica Foundation, a station started by a "small group of pacifists and conscientious objectors to World War II", and KPFA and the impact that station has had on community radio.

Any student truly interested in radio will find the chapter on jobs in radio quite interesting. Each of the major divisions of radio are covered. This chapter is highlighted by interviews with three industry professionals. The interview with Sheri Lynch of *The Bob and Shari Show* is packed with insight and detail. It should be a required reading for students.

Those interested in the business side of the media get a taste of what to expect in "Radio Station Economics". Topics here include income, expenses, and media licensing. The book contains a good but concise description of ASCAP, BMI, and SESAC. This section also contains some information the professor must be aware of. Richter states that stations paying ASCAP fees "can use the music in the commercials…" This is a common misconception and students should be told an ASCAP license does not allow for the use of the music in commercials without additional negotiations and often additional payments.

Authors today face the issue of what technology discussion to include. *Radio* covers this in "Analog to Digital and Back." As analog equipment is all but dead in most stations, Richter does not spend much time on carts, but instead spends a vast majority of the chapter covering the latest digital technology. This chapter delves into the latest developments of digital audio broadcasting, HD Radio, Internet radio, podcasting, and satellite radio discussing the challenges presented by each.

Every student taking a radio survey class must be exposed to the history of radio control and the FCC. This book does a thorough job of hitting on all the major radio and communications acts, but also covers theories of the press' responsibilities and the First Amendment. The section on the Fairness Doctrine and its changes is one of the best on the topic I have read.

In separate chapters, this book covers media ethics, libel, and other laws. It even broaches the controversial "Can Anyone Really Be Unbiased?" This topic is covered in a very professional way, looking at statistics of reporters and the various types of biases. This last section should be a great discussion starter in the classroom. There are ways to approach biases that many students have not thought of before.

Coming directly on the heels of the "Unbiased" chapter, *Radio* steps into another controversial area, that of big radio ownership groups. This section will need to be updated with information on Clear Channel and what becomes of the largest ownership group because of its recent sale. This book must be given credit because it discusses the pros and cons of media concentration.

For any instructor looking to teach a survey of radio course, this book is recommended, but the instructor must remember to update the areas that are dated by today's rapidly changing media world. This book is an easy yet thorough read for students.

Reviewed by John Morris
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<< RETURN TO TABLE OF CONTENTS

2008/2009 NATIONAL SCHOLARSHIPS IN BROADCASTING

Thirteen students from twelve different campuses were awarded scholarships in the Broadcast Education Association's 2008-2009 competition. Dr. Peter Orlik, Committee Chair, announced the winners at its fall meeting in Washington, DC. They include the following:

Abe Voron Scholarship - Sponsored by the Abe Voron Committee
Adam Cavalier / Marshall University
Meagan Hachey / New England School of Communications

Alexander M. Tanger Scholarship – Sponsored by Alexander M. Tanger
Jill Irvin / DePauw University

BEA 2-Year / Community College Scholarship – Sponsored by the Broadcast Education Association
Lisa Schleef / Parkland College

Harold E. Fellows Scholarship - Sponsored by the National Association of Broadcasters
Susan Plungis / Ohio University
Seth Tober / Indiana University
Caitlin Mallory / University of Montana
Laura Donaldson / Ball State University

Helen J. Sioussat / Fay Wells Scholarship – Sponsored by the Broadcasters' Foundation
Alissa Griffith / Ohio University
Candace Braulick / St. Cloud State University

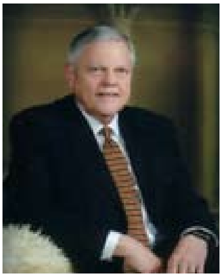
Vincent T. Wasilewski Scholarship – Sponsored by Patrick Communications, LLC
Thomas Ksiazek / Northwestern University

Walter S. Patterson Scholarship - Sponsored by the National Association of Broadcasters
Mallory Lyn Thompson / George Washington University
Laura Schnitker / University of Maryland

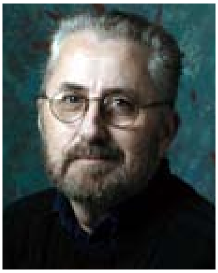
BEA Scholarships are awarded to outstanding students for study on campus that are Institutional members of the organization. The 2009-2010 competition begins January 14, 2008.

<< RETURN TO TABLE OF CONTENTS

2008 BROADCAST EDUCATION ASSOCIATION DISTINGUISHED SCHOLAR AWARDS PRESENTED TO DR. JAMES E. FLETCHER AND DR. MICHAEL C. KEITH



Dr. James E. Fletcher



Dr. Michael C. Keith

Washington, D.C. – Dr. James E. Fletcher Professor Emeritus at the University of Georgia, and Dr. Michael C. Keith Associate Professor in the Communication Department at Boston College, have been named the recipients of the 2008 Broadcast Education Association (BEA) Distinguished Scholar Awards.

Professor James E. Fletcher is a Professor Emeritus at the University of Georgia. He was vice president of the University and a member of the Telecommunications Department faculty. He has just recently returned from the United Arab Emirates where he worked for several years developing a graduate research program for one of the universities there.

Professor Fletcher is a long-standing research pioneer. He has an abundance of behavioral science publications and activities - research texts, books, monographs, peer reviewed journals, conference papers and presentations. His research has crossed into both original peer reviewed works and professional industry service. He has published in the leading journals and he has conducted research for some of the leading media companies as well acted as a research consultant for the National Association of Broadcasters (NAB). He is the recipient of countless research awards, teaching awards and special honors including the 2000 Hugh Malcolm Beville Jr. Award presented by NAB and BEA.

He has an astonishing record of inquiry in both original and professional research camps and was the editor of BEA's Feedback and the Journal of Broadcasting & Electronic Media (JOBEM) and developed the first all electronic manuscript review process for JOBEM. Throughout his career he has worked to mentor young scholars irrespective of his own activities and individual interest and has reached across disciplines to encourage, assist, and inspire scholarship.

Fletcher's academic vitae can be downloaded from:

http://ilocker.bsu.edu/users/sndavis/world_shared/feedback/may08/fletchervitae.doc

Professor Michael C. Keith is the author of more than 20 acclaimed books on electronic media as well as a published memoir. He is currently at work on his next volume—Sounds of Change: FM Broadcasting in America (with Christopher Sterling, 2005 BEA Distinguished Scholar Award Recipient). What he refers to as his "fringe group" series consists of a book that examines the use of radio and television by Native Americans—Signals In the Air, a book that explores the nature and role of counterculture radio in the sixties—Voices In the

Purple Haze, a book that probes the right-wing's exploitation of the electronic media airwaves—Waves of Rancor (with Robert Hilliard), a book that examines the role of gays and lesbians in broadcasting— Queer Airwaves (with Phylis Johnson), a book about broadcasting and the First Amendment—Dirty Discourse (with Robert Hilliard), and a book that evaluates the loss of localism in American radio—The Quieted Voice (with Robert Hilliard).

Keith is also the author of the most widely adopted text on radio in America—The Radio Station, 7th edition, an oral history—Talking Radio , a study of nocturnal broadcasting—Sounds in the Dark, and The Broadcast Century, 4th edition (with Robert Hilliard). He is also the author of the critically acclaimed memoir, The Next Better Place, and the recently published Radio Cultures. He is also the author of numerous journal articles and has been invited to speak at many international conferences.

Prior to joining Boston College, Keith served as Chair of Education at the Museum of Broadcast Communications, taught at George Washington University and Marquette University, was the director of the telecommunication program at Dean College, and worked as a professional broadcaster for a dozen years. He is the recipient of many honors, including the Stanton Fellow Award. Professor Keith continues to be one of the most widely cited authors in radio studies, while pursuing further research on the oldest electronic mass medium.

The Broadcast Education Association's Distinguished Scholar Award recognizes significant contributions to research and scholarship involving broadcast and electronic media. Recipients are evidenced by related extensive publication in books and leading journals, for at least twenty years.

<< RETURN TO TABLE OF CONTENTS

2008 BROADCAST EDUCATION ASSOCIATION DISTINGUISHED EDUCATION SERVICE AWARD (DESA) PRESENTED TO DR. DONALD G. GODFREY

Dr. Donald G. Godfrey

Dr. Donald G. Godfrey, professor in the Walter Cronkite School of Journalism and Mass Communication at Arizona State University, has been named the Broadcast Education Association's 2008 Distinguished Education Service Award (DESA) winner.

Dr. Godfrey was selected as the 2008 DESA recipient in recognition of his unlimited and dedicated service to media education. He received his Ph.D. from the University of Washington, graduating cum laude, and has spent over 35 years in the profession, lecturing, and teaching aspiring electronic media professionals.

While his involvement has been extensive over the years, one of his key contributions was his role as Interest Division Representative on the BEA Board of Directors, where he successfully balanced interest division concerns and agendas while moving the organization ahead. Dr. Godfrey went on to serve on the Board of Directors for eight years and he was BEA President, 1999-2000. Following his BEA Board service, Dr. Godfrey was the main driving force behind establishing BEA's Festival of Media Arts that has since become a prominent part of BEA's annual convention in Las Vegas. The festival continues to generate enthusiasm and increase convention attendance while showcasing the best faculty and student produced work. Additionally, Dr. Godfrey was the driving force in the creation of the Philo T. Farnsworth scholarship and secured the donations to assist top electronic media students from around the country to further their studies and launch their careers.

Dr. Godfrey's current role with the association is that as editor of the Journal of Broadcasting & Electronic Media. The Journal of Broadcasting & Electronic Media is the scholarly journal published quarterly by BEA and is considered one of the leading publications in the Communication field. For the past few years Dr. Godfrey has masterfully accommodated both quantitative and qualitative research in BEA's international journal solidifying its prestigious rank in the industry.

The DESA is awarded each year to an individual who has made a significant and lasting contribution to the American system of electronic media education by virtue of a singular achievement or continuing service for or in behalf of electronic media education.

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<< RETURN TO TABLE OF CONTENTS

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eric.harris@nbcuni.com

[BROADCAST ASSOCIATIONS]

Alaska Broadcasters Association
Arizona Broadcasters Association
California Broadcasters Association
Connecticut Broadcasters Association
Florida Association of Broadcasters, Inc.
Georgia Association of Broadcasters
Idaho Broadcasters Association
Illinois Broadcasters Association
Kansas Association of Broadcasters
Kentucky Broadcasters Association
Louisiana Association of Broadcasting
Maine Association of Broadcasters
Maryland Broadcasters Association
Massachusetts Broadcasters Association
Michigan Association of Broadcasters
Minnesota Broadcasters Association
Missouri Broadcasters Association
Nebraska Broadcasters Association
Nevada Broadcasters Association
New Hampshire Association of Broadcasters
New Jersey Broadcasters Association
New Mexico Broadcasters Association
New York Association of Broadcasters
North Carolina Association of Broadcasters
North Dakota Broadcasters Association
Ohio Association of Broadcasters
Oklahoma Association of Broadcasters
Oregon Association of Broadcasters
Pennsylvania Association of Broadcasters
South Carolina Broadcasters Association
Tennessee Association of Broadcasters
Texas Association of Broadcasters
Utah Association of Broadcasters
Virginia Association Of Broadcasters
Washington State Association of Broadcasters
West Virginia Broadcasters Association
Wisconsin Broadcasters Association
Wyoming Association of Broadcasters

[MEDIA PUBLICATIONS]

Broadcasting & Cable	http://www.broadcastingcable.com/
Cable Connect (Cable In the Clasroom)	http://www.ciconline.com/default.htm
Cablevision	http://www.reedtelevision.com/
College Music Journal (CMJ)	http://www.cmj.com/
Editor & Publisher	http://www.editorandpublisher.com/eandp/index.jsp
EQ Magazine	http://www.eqmag.com/
Mix Magazine	http://www.mixonline.com/
Multichannel News	http://www.multichannel.com/
Production Weekly	http://www.productionweekly.com/site.html
Pro Sound News	http://www.prosoundnews.com/
Radio & Records	http://www.radioandrecords.com/

[MEMBERS]

[ASSOCIATE]

Academy of TV Arts & Sciences Fndtn
Anton/Bauer, Inc.
Automated Data Systems
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Intercollegiate Broadcasting System
Lee University
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Montana Broadcasters Association
Nagle Hartray Architects
Ohio/Illinois Centers for Broadcasting
Post Newsweek Stations

Public Broadcasting Partners
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Texas Association of Broadcast Educators / Del Mar College
WGVU - TV

[INSTITUTIONS]

Aims Community College
Alabama State University
Allegheny College
American Intercontinental University
American University
Appalachian State University
Arizona State University
Arkansas State University
Arkansas Tech University
Art Institute of Fort Lauderdale
Ashland University
Azusa Pacific University
Ball State University
Barry University
Baylor University
Belmont University
Bergen Community College
Bethany College
Bloomsburg University
Bob Jones University
Bossier Parish Community College
Boston University
Bournemouth University
Bradley University
Bridgewater State College
Brigham Young University
Brookdale Community College
Brooklyn College
Butler University
California State, Chico
California State University - Fresno
California State University at Fullerton
California State University at Northridge
California State University, Dominguez Hills
Cameron University
Cardiff University
Cayuga Community College
Cedarville University
Central Michigan University
Central Missouri State University
Chattahoochee Technical College
Christchurch Polytech Inst of Techn
City College of San Francisco
City University of New York
Clover Park Technical College / Radio Broadcasting
Columbia College at Chicago
Community College of Southern Nevada
Cosumnes River College
Cuesta College
Delaware State University
DePauw University
Drake University
Duquesne University
East Tennessee State University
Eastern Connecticut State University
Eastern Illinois University
Eastern Illinois University
Eastern Michigan University
Elizabethtown College
Elon University
Emerson College
Evangel University
Ferris State University
Fielding Graduate University
Finger Lakes Community College
Flagler College / Communication Department
Frostburg State University
Georgia College & State University
Georgia Southern University
Golden West College
Grambling State University
Green River Community College
Harding University
Henry Ford Community College
Howard Community College
Howard University
Hudson Valley Community College
Illinois State University
Indiana State University

Indiana University
International College of Broadcasting
Iowa Western Community College
Isothermal Community College
James Madison University
John Carroll University
John Carroll University
Kansas State University
Kent State University
Kingsborough Community College
Kutztown University
Lamar University
Long Island University
Louisiana State University
Lyndon State College
Madison Media Institute
Madonna University
Manchester College
Marist College
Marshall University
McNeese State University
Meridian Community College
Michigan State University
Middle Tennessee State University
Mississippi State University
Missouri Southern State University-Joplin
Missouri State University
Montclair State University
Montgomery College
Montgomery Community College
Morehead State University
Mt. Wachusett Community College
Mudra Institute of Communications
Murray State University
Muskingum College
Nanyang Technological University
New England School of Communication
Normandale Community College
North Central College
Northern Arizona University
Northern Illinois University
Northern Kentucky University
Northwestern College
Northwestern University
Northwestern University
Oglala Lakota College
Ohio Northern University
Ohio University
Oklahoma Baptist University
Oklahoma City University
Oklahoma State University
Onondaga Community College
Oral Roberts University
Otterbein College
Pacific Lutheran University
Palomar College
Parkland College
Pennsylvania State University
Piedmont College
Pittsburg State University
Plattsburgh State University of NY
Regent University
Richland College
Rogers State University
Roosevelt University
Rowan University
Saddleback College
Saint Xavier University
Salisbury University
Sam Houston State University
San Antonio College
San Diego State University / School of Theatre, Television & Film
San Francisco State University
San Jose State University
Santa Ana/Santiago Canyon College
Santa Monica Community College
Savannah State University
Scottsdale Community College
Sheridan College
Shippensburg University
Slippery Rock University
South Suburban College
Southeast Missouri State University
Southern Illinois University at Carbondale
Southern Illinois University Edwardsville
Southern Utah University
St. Bonaventure University
St. Cloud State University
St. Francis College
St. John's University
St. Mary's University
Staffordshire University
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Stephens College
SUNY - Brockport

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SUNY - Oswego
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Syracuse University
Temple Univ/Dept of Broadcasting, Telecom. & Mass Media
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Texas State University - San Marcos
Texas Tech University
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The University of Akron
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Towson University
Trinity University
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University of Advancing Technology Education
University of Alabama
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University of Central Florida
University of Central Oklahoma
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University of Delaware
University of Denver
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University of Houston
University of Illinois, Springfield
University of Indianapolis
University of Iowa
University of Kansas / Willaim Allen White
University of Kent
University of Kentucky
University of La Verne
University of Louisiana, Lafayette
University of Maryland, College Park
University of Memphis
University of Miami
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University of Montana
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University of Nebraska at Omaha
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University of Oklahoma
University of Oklahoma
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Valdosta State University
Vincennes University
Virginia Polytechnical Institute & State University
Wake Forest University
Washington State Community College
Washington State University
Wayne State University
Western Illinois University
Westminster College
Winthrop University

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FEEDBACK INDEX

Feedback's index is now in Microsoft Word format. It is available by clicking on the link below:

http://ilocker.bsu.edu/users/sndavis/world_shared/feedback/may08/index0508.doc

NAB/BEA FUTURE CONFERENCE DATES

Year	NAB Show	BEA Show
2009	April 20-23	April 22-25
2010	April 12-15	April 14-17
2011	April 11-14	April 13-16
2012	April 16-19	April 18- 21
2013	April 8-11	April 10-13
2014	April 7-10	April 9-12
2015	April 13-16	April 15-18
2016	April 18-21	April 20-23
2017	April 24-27	April 26-29
2018	April 9-12	April 11-14
2019	April 15-18	April 17-20
2020	April 20-23	April 22-25